R E P O R T R E S U M E S

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STUDY OF CALIFORNIA JUNIOR COLLEGE SPEECH ARTS INSTRUCTOR'S WORKLOAD.

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THE CALIFORNIA COORDINATING COUNCIL FOR HIGHER EDUCATION HAS SUGGESTED A 15-HOUR TEACHING LOAD IN JUNIOR COLLEGES. TO ASSIST IN FORMULATION OF A TEACHING LOAD POLICY FOR SPEECH ARTS INSTRUCTORS AT SAN DIEGO CITY COLLEGE, A QUESTIONNAIRE SENT TO 80 CALIFORNIA JUNIOR COLLEGES WAS USED TO GATHER INFORMATION ABOUT CURRENT PRACTICES. RETURNS FROM 67 COLLEGES INDICATED THAT (1) A 15-HOUR LOAD POLICY WAS IN EFFECT AT 52 COLLEGES, WITH 10 ASSIGNING HEAVIER LOADS AND A STANDARD OF LESS THAN 15 HOURS AT FIVE COLLEGES, (2) IN 93 PERCENT OF THE COLLEGES, STUDENT CONTACT HOURS WERE NOT A FACTOR IN DETERMINING LOAD, AND (3) THREE OR FEWER PREPARATIONS WERE ASSIGNED IN 81 PERCENT OF THE RESPONDING INSTITUTIONS. VOLUNTARY COMMENTS INDICATED THAT 25 IS COMMON ENROLLMENT MAXIMUM IN SPEECH ARTS CLASSES. (WO)

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ED017265

STUDY OF

CALIFORNIA JUNIOR COLLEGE

SPEECH ARTS INSTRUCTOR'S WORKLOAD

Conducted and Written

by

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Under the Auspices of

The Academic Affairs Committee

of the Academic Senate of

San Diego City College

in the Fall Semester of 1967

JC 680 042

UNIVERSITY OF C
LOS ANGELE

JAN 29 1967

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

Junior, or community, colleges are striving to be recognized as the first rung of the higher educational ladder. The faculties of these institutions have accepted this as their position in the broad picture of higher education. Thus, the faculties at this time are working to make their teaching positions tenable to the standards of the college and the university as outlined by the Coordinating Council for Higher Education, which suggests 15 teaching hours for the junior college, 12 teaching hours for the college, and 9 teaching hours for the university.

I. THE PROBLEM

Scope and statement of the problem. The problem considered the junior college speech arts instructor's workload.

The purpose of this study was to determine what the junior college in California maintains as the speech arts instructor's workload. In order to do this, it was necessary to ascertain: (1) the number of hours speech arts instructors teach per week; (2) the extent to which contact hours affect the number of hours taught, and (3) the maximum number of preparations given a speech arts instructor. Thus, from the above study questions a policy for an agreeable assignment could be made for the speech arts instructor.

Importance of the study. The importance of research in the area of junior college instructional workloads is vital in establishing the junior college instructor as separate from the secondary school and more closely akin to his counterpart in the four year college and university setting. Thus, if the instructional workload for junior college instructors is similarly structured to the other higher educational institution's instructors, the junior college instructor will have the necessary time to do the additional research preparation, individual student consultation, publication, and community service which is what he has no time to do when asked to teach 18 hours or more in an academic subject area with four or more preparations. On this level there are organizational sponsorships, academic committee meetings, and numerous such

activities which are a drain on his preparation time which is to be considered most important of all if lectures, assigned class readings, professional conferences and meetings are to be kept abreast of in order to produce the best for the student in the classroom. This study will provide a basis for establishing a functional and an equitable policy for the junior college speech arts instructor's workload.

There has been no research of the speech arts instructor's workload, as is the case with other subject areas of the junior college instructional program. This is another important reason for this study to be conducted.

The "yes" square, indicating a desire to have the study results sent, was marked by 85 per cent of the responding colleges; seven per cent did not want the results, and another seven per cent did not mark either "yes" or "no." Colleges with small enrollments or specialized curricula, as with the trade-technical colleges, showed no interest by marking "no" or nothing. This is yet another indication of the need for this survey.

How data are to be obtained. Information for this paper was secured from questionnaires mailed to the 80 junior colleges in California, both public and private, in order to obtain relative and comparative information from these colleges concerning the junior college speech arts instructor's workload in these institutions.

Delimitations. For the purpose of this study, the junior colleges to which questionnaires were sent were those within the state of California, as the policy which would be formed from the information herewith gathered would be in line with higher education guidelines within the state of California.

II. DEFINITIONS OF TERMS USED

Speech arts instructor. Speech arts instructor for the purpose of this study is a contract instructor who teaches the beginning class (oral communications or public speaking), voice and diction, oral interpretation, discussion, argumentation and debate, parliamentary procedure.

Student contact hours. Student contact hours for the purposes of this study are arrived at by multiplying the number of students times the number of hours the class meets, such as five classes of 25 students meeting three times per week equals 125 students times three hours per week or 375 student contact hours per week.

5 classes X 25 students = 125 students

125 students X 3 hours = 375 student contact hours

Preparations. Preparations are the number of different courses which an instructor must prepare for each week. Two preparations in speech might be one class of oral interpretation and four classes of oral communications. His teaching load of 15 hours would constitute three hours of oral interpretation and 12 hours of oral communications.

CHAPTER II

FINDINGS FROM THE SURVEY

For collecting data the writer developed an instrument with which to get information for the study questions discussed in Chapter I, under the scope and statement of the problem. The one page questionnaire, which had a self-contained cover letter to explain the purpose and nature of the study, and a stamped self-addressed envelope were sent to the 80 junior colleges in the state of California. (A copy of the questionnaire and a follow-up letter are included in Appendix A.)

In response to the 80 questionnaires, 68 were returned which made an 85 per cent return. The information was gathered from the questionnaires, tabulated, and charted to be presented in the second chapter.

The data from the questionnaire were tabulated and presented this information about study question number one. The first question on the survey read, "How many hours do the speech arts instructors teach per week?" Five categories were formed to show this data: (1) 7 or less hours per week, three colleges; (2) 8-14 hours per week, two colleges; (3) 15 hours per week, 52 colleges; (4) 15-16 hours per week, six colleges, and (5) 17 or more hours per week, four colleges. Cogswell Polytechnical College gave a blanket response for the entire survey stating that "Public speaking is a part of the course engineering reports." Moreover, no further attempt was made to answer any aspect of the questionnaire. The 52 responses from group three clearly established that 76 per cent of the returns showed junior colleges in California assign 15 hours per week as the workload for their speech arts instructors.

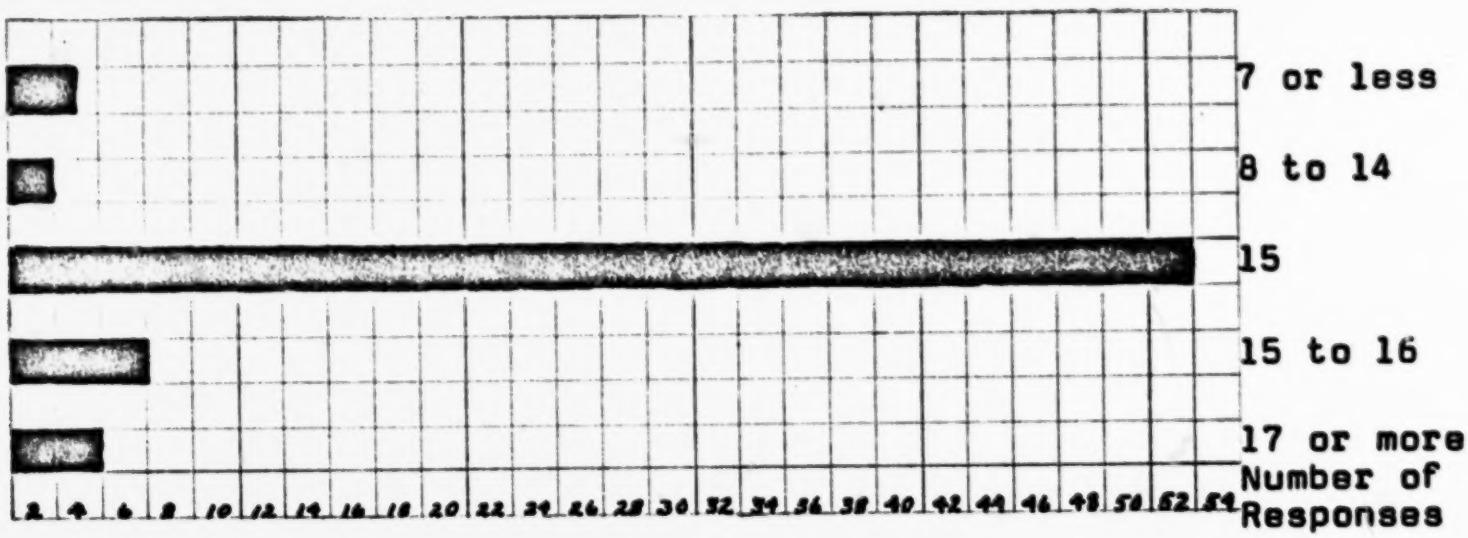

Figure 1 Results of returns concerning number of teaching hours

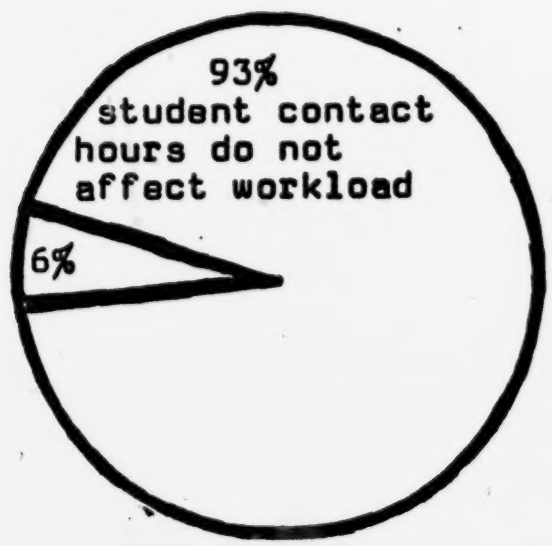

Figure 2 Results of returns regarding the affect of student contact hours on workload

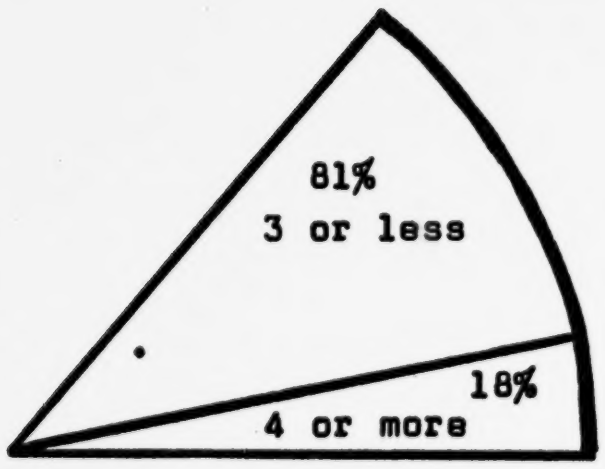

Figure 3
Results of returns concerning the number of preparations

Study question number two was divided into three parts on the questionnaire; the last two parts were to be answered only if the answer to part one was "yes." The first part of survey question number two was, "Does the speech arts instructor's student contact hours affect the number of hours he teaches?" Of the responses, 63 or 93 per cent said "no", student contact hours were not a factor in determining the speech arts instructor's workload. Of the remaining five replies, four were "yes": those were from East Los Angeles College, Modesto Junior College, Pasadena City College, and Yuba College.

The second and third parts of study question number two, "If yes, what is the number of student contact hours which the speech arts instructor must maintain?" and "What is the policy for establishing this number of student contact hours for the speech arts instructor?" may be presented together herein. East Los Angeles College gave 375 to 450 as the number of student contact hours to be sustained. Modesto Junior College and Yuba College reported 375 student contact hours, while Pasadena City College required 450 student contact hours. Thus, the vast majority of colleges do not consider student contact hours in assigning speech arts instructors' workloads; moreover, of those colleges using student contact hours the range was between 375 to 450 student contact hours per week.

The third study question was "What is the maximum number of preparations given a speech arts instructor?" Eighty-one per cent of the returns, which equalled 55 of the total 68 responses, reported that speech arts instructors had three or less preparations. There were only 12 colleges which had speech arts instructors teaching four or more preparations.

CHAPTER III

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY AND CONCLUSIONS

The purpose of this study was to determine what the other junior colleges in California maintain as the speech arts instructor's workload, which might be established as a functional and an equitable policy for the speech arts instructor's workload at San Diego City College. In order to do this, it was necessary to ascertain: (1) the number

of hours speech arts instructors teach per week; (2) the extent to which contact hours affect the number of hours taught, and (3) the maximum number of preparations given a speech arts instructor.

The survey revealed that of the 68 returned questionnaires 76 per cent of these colleges' speech arts instructors teach 15 hours per week. Another 12 per cent of the returns show instructor time in class between 8 and 16 hours. Thus, the consensus appears to be 15 hours in the classroom per week.

The survey pointed out in 93 per cent of the returns that student contact hours had no bearing on the number of hours which the speech arts instructor would be obliged to teach. In the limited returns which cited the use of student contact hours that a speech arts instructor must maintain, the figures ranged between 375 to 450 student contact hours per week per semester.

The survey indicated that in the 68 returns 81 per cent of the speech arts instructors were teaching three or less preparations.

A denotation of the frequency with which concern was expressed about class size must be noted. Question two's second and third parts aroused voluntary additional comment by many respondees; ten questionnaires or 15 per cent of the total returns stated that these schools sustain a maximum on speech arts classes at 25 students. Two colleges use 20 as the maximum number per class, which was the lowest number. A group of six colleges or 8 per cent use 30 as the closing number. In a few instances, designation was given that, for instance, a section in voice and diction may have a maximum of 25, whereas in the same college oral communications' courses may have a maximum of 30. One college also pointed out the magic number of 15 which is used to determine continuing or cancelling a small class; thus, there is a need for study of class size, both in terms of minimum and maximum numbers, and its inherent problems, which are an integral part of workload, especially if workload implies or does in fact utilize any aspect of student contact hours in its determination.

The survey instrument would have been even more precise with the inclusion of definitions for "student contact hours," "preparations," and "class size."

This type of study with its flexible questionnaire and form of tabulation can be most useful to other subject

areas as well as to the specific aspects of the other speech arts oriented and related disciplines such as drama, forensics, and radio-television instruction.

II. RECOMMENDATIONS

In view of the findings of this study, the Committee recommends that 15 hours per week and three or less preparations be established as the standard for the speech arts instructor's workload at San Diego City College. The Committee further recommends that, if student contact hours are to be a consideration, they be maintained between 375 and 450 student contact hours per week per semester. However, the Committee feels that student contact hours are not relevant to nor desirable in the consideration of the junior college speech arts instructor's workload. As is noted in the consensus of the voluntary respondees, a maximum number of 25 is acceptable for providing fruitful and favorable conditions in which to teach communications skills; moreover, it is readily understandable that the smaller the class is the more desirable and ample are the opportunities for not only teaching theory but also providing actual experience in the use of the communications skills of the course. It is the instructor's charge to present this speech experience in its most productive and propitious light in order to prepare his students academically and practically. Therefore, the above recommendation has been presented as the most defensible solution to acquiring an equitable and functional speech arts instructor's workload which will ultimately be positively reflected in the student's communications skills.

Academic Affairs Committee
Academic Senate
November 1, 1967

Chairman Speech Arts, Language Arts, Etc.

This brief questionnaire is to be used in formulating a policy for the junior college speech arts instructor's workload. The information is of the greatest importance in establishing a professional attitude and equitable workload for this position. I would appreciate your immediate response to be returned in the enclosed stamped envelop.

SPEECH ARTS INSTRUCTOR for the purpose of this study is a contract instructor who teaches the beginning speech class (oral communications or public speaking), voice and diction, oral interpretation, discussion, argumentation and debate, parliamentary procedure.

1. How many hours do the speech arts instructors teach per week?_____

2. A. Does the speech arts instructor's student contact hours affect the number of hours he teaches? ☐ yes ☐ no

   B. If yes, what is the number of student contact hours which the speech arts instructor must maintain?_____

   C. What is the policy for establishing this number of student contact hours for the speech arts instructor?

_____

_____

_____

_____

3. What is the maximum number of preparations given a speech arts instructor?_____

Name_____ (optional) College_____ (optional)

If you desire the results, please indicate. ☐ yes ☐ no

PLEASE RETURN COMPLETED FORM WITHIN A FEW DAYS AFTER RECEIPT TO:

Mr. John Bauer
Academic Affairs Committee
San Diego City College
1425 Russ Blvd.
San Diego, California 92101

Academic Affairs Committee
Academic Senate
December 1, 1967

Chairman Speech Arts or Language Arts

We realize how very busy everyone is at this time of year and how easy it is to forget to return a questionnaire. It is for this reason that we ask you to please complete the enclosed questionnaire and send it to:

Mr. John Bauer
Academic Affairs Committee
San Diego City College
1425 Russ Blvd.
San Diego, California 92101

At this writing there has been a 76% return of 80 junior colleges which were surveyed in California. We hope to have a 100% return, which will make our study quite a valid report on this aspect of junior college workloads in the state. Thank you for taking the time to help us.

Sincerely yours,

John Bauer

Mr. John Bauer

STUDY OF CALIFORNIA JUNIOR COLLEGE SPEECH ARTS INSTRUCTOR'S WORKLOAD

INSTITUTION	Number of Teaching Hours Per Week					Do Student Contact Hours Affect Workload			Number of Preparations	
	7 or less	8-14	15	15-16	17 or more	yes	no	If yes, how many?	3 or less	4 or more
TOTAL OF ALL RETURNS	3	2	52	6	4	4	63		55	12
PERCENTAGE TOTALS	4	3	76	8	6	6	93		81	18
1. Allan Hancock College			X				X		X	
2. Antelope Valley College			X				X		X	
3. Bakersfield College			X				X		X	
4. Barstow College		X					X		X	
5. Cabrillo College			X				X		X	
6. Cerritos College			X				X		X	
7. Chabot College			X				X		X	
8. Chaffey College			X				X		X	
9. Citrus College				X			X		X	
10. City College of San Francisco										
11. Coalinga College					X		X			X
12. Cogswell Polytechnical College	PUBLIC SPEAKING IS A PART OF THE COURSE. ENGINEERING REPORTS									
13. College of the Desert			X				X			X
14. College of Marin										
15. College of the Redwoods				X			X		X	
16. College of San Mateo			X				X		X	

INSTITUTION	Number of Teaching Hours Per Week					Do Student Contact Hours Affect Workload			Number of Preparations	
	7 or less	8-14	15	15-16	17 or more	yes	no	If yes, how many?	3 or less	4 or more
17. College of the Sequoias			X				X		X	
18. College of the Siskiyous			X				X		X	
19. Compton College			X				X		X	
20. Contra Costa College (Contra Costa J.C. District)			X				X		X	
21. Diablo Valley College (Contra Costa J.C. District)										
22. Cuesta College			X				X		X	
23. Cypress Junior College			X				X		X	
24. Deep Springs College	X						X		X	
25. El Camino College			X				X		X	
26. Foothill College			X				X		X	
27. Fullerton Junior College			X				X		X	
28. Gavilan College			X				X		X	
29. Glendale College		X					X		X	
30. Grossmont College			X				X		X	
31. Hartnell College			X				X			X
32. Humphreys College										
33. Imperial Valley College			X				X		X	
34. Lassen Junior College				X			X		X	
35. Long Beach City College			X				X		X	
36. East Los Angeles College			X			X		375-450	X	

INSTITUTION	Number of Teaching Hours Per Week					Do Student Contact Hours Affect Workload			Number of Preparations	
	7 or less	8-14	15	15-16	17 or more	yes	no	If yes, how many?	3 or less	4 or more
37. Los Angeles City College	con't. from previous page, Los Angeles City J.C. District		X				X		X	
38. Los Angeles Harbor College			X				X		X	
39. Los Angeles Pierce College			X				X		X	
40. Los Angeles Trade-Technical College										
41. Los Angeles Valley College			X				X		X	
42. American River College	Los Rios J.C. District		X				X		X	
43. Sacramento City College			X				X		X	
44. Menlo College										
45. Merced College			X				X		X	
46. Mira Costa College					X		X		X	
47. Modesto Junior College				X		X		375	X	
48. Monterey Peninsula College										
49. Mt. San Antonio College			X				X			X
50. Mt. San Jacinto College	X						X			X
51. Napa Junior College			X				X			X
52. Golden West College	Orange Coast J. C. District		X				X		X	
53. Orange Coast College			X				X			X
54. Palo Verde College										
55. Palomar College			X				X		X	
56. Pasadena City College			X			X		450	X	

INSTITUTION		Number of Teaching Hours Per Week					Do Student Contact Hours Affect Workload			Number of Preparations	
		7 or less	8-14	15	15-16	17 or more	yes	no	If yes, how many?	3 or less	4 or more
57. Laney College	Peralta J.C. District			X				X			X
58. Merritt College											
59. Porterville College		X						X			X
60. Rio Hondo Junior College						X		X		X	
61. Riverside Junior College				X				X		X	
62. San Bernardino Valley Junior College				X				X		X	
63. San Diego City College	San Diego Junior Colleges										
64. San Diego Mesa College				X	(MORE IF INDEPENDENT STUDY)			X		X	
65. San Joaquin Delta College				X				X		X	
66. San Jose City College				X				X		X	
67. Santa Ana College					X			X		X	
68. Santa Barbara City College				X				X		X	
69. Santa Monica City College				X				X		X	
70. Santa Rosa Junior College				X				X			X
71. Shasta College											
72. Sierra College											
73. Solano College				X				X		X	
74. Southwestern College				X				X		X	
75. Fresno City College	State Center J.C. District										
76. Reedley College					X			X			X

INSTITUTION	Number of Teaching Hours Per Week					Do Student Contact Hours Affect Workload			Number of Preparations	
	7 or less	8-14	15	15-16	17 or more	yes	no	If yes, how many?	3 or less	4 or more
77. Taft College			X				X		X	
78. Ventura College			X				X		X	
79. Victor Valley College					X		X			X
80. West Valley Junior College			X				X		X	
81. Yuba College			X			X		375	X	